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ABSTRACT

"An Overall Education Plan for Rural Alaska" was published in 1963, revised in 1966, and subsequently revised and printed in 1968. The purpose of the present booklet, published in 1969, is to develop in more detail the conditions and agreements found in the previous publications and to document recommendations made by a congressional delegation, officials from the Bureau of Indian Affairs, state representatives, and native leaders. Two concepts are suggested for meeting rural Alaska's educational needs: large regional high schools and area secondary or junior high schools. For analysis purposes, Alaska is divided into 6 regional areas. Enrollment figures, trends, and projections are offered. Recommendations for the location of regional schools, estimated construction costs, operating expenses for rural schools, and Alaska's boarding home program are discussed. Information is given on boarding student policy and on educational programs designed to meet Alaska's needs. A related document is ED 026 194. (SW)

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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A PROSPECTUS
For Rural Education in Alaska

a publication of

Alaska State Board of Education

prepared in the

OFFICE OF RESEARCH & PUBLICATIONS

ALASKA DEPARTMENT OF EDUCATION

JANUARY 1969

RC004031

ALASKA STATE BOARD OF EDUCATION

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Secondary School Enrollment
for
Rural Alaska
1968-69

	9	10	11	12	Total
STATE OPERATED SCHOOLS					
Beltz (Nome)	40	41	56	17	154
Rural Schools	144	138	117	91	490
Boarding Home	101	99	93	67	360
District (Tuition)	31	32	44	13	120
Bethel	42	35	30	32	139
BIA IN ALASKA					
Mt. Edgecumbe	143	226	116	130	615
Barrow	33				33
Kotzebue	17	20			37
Unalakleet	11	2			13
BIA OUTSIDE ALASKA					
Chemawa	149	247	149	222	767
Chilocco	148	112	118	20	398
PRIVATE AND DENOMINATIONAL	98	92	81	63	334
TOTAL	957	1044	804	655	3460

A PLAN FOR RURAL EDUCATION

"An Overall Education Plan for Rural Alaska" was first published in 1963. The Plan was revised in 1966 with a subsequent revision and printing in 1968, The plan includes:

- Long-range plans for rural education;
- A schedule for the gradual consolidation of State- and Bureau of Indian Affairs-(BIA) operated schools into a single state school system;
- Provision for continued study and revision so that the plan may be adjusted to changing conditions.

Various amendments for the administration of Johnson-O'Malley Act funds have become a part of the "overall plan." One of the initial addendums was an agreement in 1965 by the BIA and the State for the establishment and operation of the State's first regional high school at Nome.

A subsequent amendment similar to the Nome (Beltz) agreement was adopted for the second regional high school at Kodiak. The State has available funds to begin construction of classrooms at other regional locations pending the availability of federal funds for the construction of dormitories. A major step was taken recently at Sitka to make dormitory funds available at other regional locations in Alaska. The recommendations made by the Congressional delegation, Bureau of Indian Affairs officials, State representatives, and native leaders for the use of these federal funds is subject to the approval of the U. S. Bureau of Budget. The above group recommended that the $9,600,000 available to Alaska be re-programmed for dormitories at Sitka, Fairbanks, and Bethel. The recommendation also included provisions for classrooms and teachers' quarters at Point Barrow and Kotzebue, providing each of these locations with four-year high school opportunities.

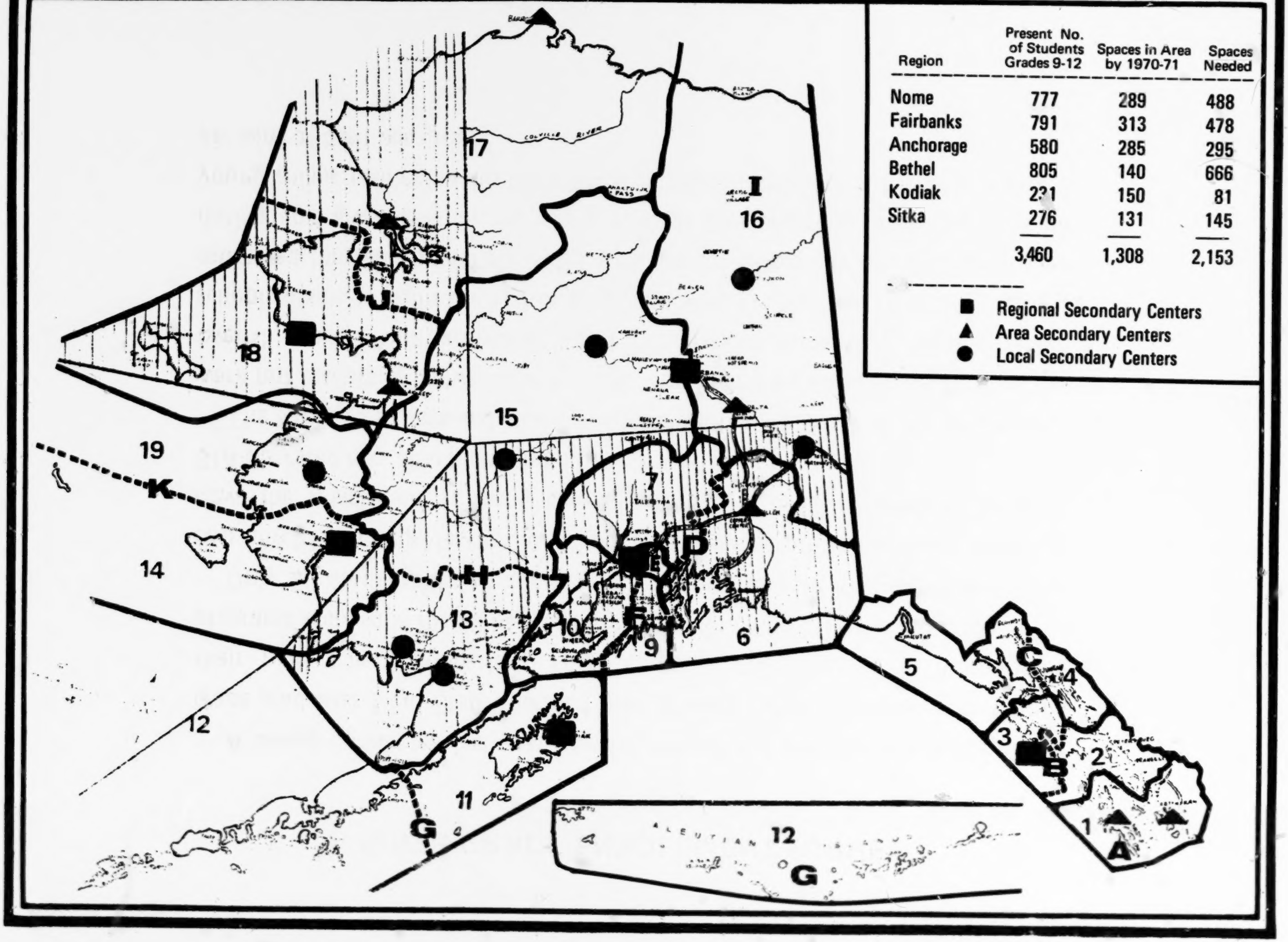
The purpose of this document is to develop in more detail the conditions and agreements found in the "Overall Education Plan for Rural Alaska" and to document recommendations arising from the Sitka conference. The plan and program submitted herewith is intended to:

- Keep Alaskan high school students in Alaska for their school experiences;
- Provide schools which are close to students' homes;
- Avoid, to the greatest degree possible, a totally segregated school system; and
- Provide choices, whenever possible, of locations where high school students may attend school.

Because there are two schools of thought as to where students in rural Alaska should attend school, two concepts have been developed. The first deals with the large regional high school where ultimately 500 or more students may be attending. The second is the area secondary or junior high school where the number of students may vary from 100 to 250. In the latter case, the area secondary school may offer a program through the 10th grade only.

ALASKA'S SIX REGIONAL AREAS

In an effort to more carefully analyze the number of students needing secondary education, the state was divided into six regional areas; namely, Nome, Fairbanks, Anchorage, Bethel, Kodiak, and Sitka. The State Board of Education has taken the position that attendant centers, to the degree possible, should be established and observed when making provisions for a student's high school attendance. At this point in time, there is nothing sacred about the regional lines which have been drawn. They do, however, serve as a convenient method of identifying the number of students in each region. It is anticipated that most students will be attending school somewhere within their geographical area. The Board, however, continues to believe that program choices should be available to students. The Boarding Home Program, special pre-vocational and vocational technical opportunities, and other factors will be considered when placing secondary students in future years. There is suffficient latitude built into the plan to allow a student in the Nome area to attend school in Anchorage or Fairbanks if it is in the best interest of the student to do so.



Region	Present No. of Students Grades 9-12	Spaces in Area by 1970-71	Spaces Needed
Nome	777	289	488
Fairbanks	791	313	478
Anchorage	580	285	295
Bethel	805	140	666
Kodiak	231	150	81
Sitka	276	131	145
	3,460	1,308	2,153

■ Regional Secondary Centers
▲ Area Secondary Centers
● Local Secondary Centers

A NINTH GRADE ENROLLMENT SURVEY

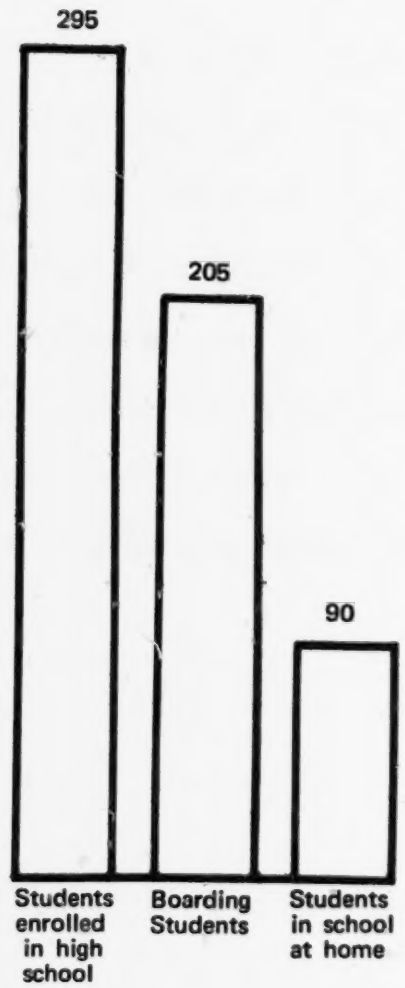
A survey conducted last year revealed that of the previous year's 334 eighth grade graduates from State-operated rural schools 295 students were continuing their high school education. These students who enrolled in ninth grade programs accounted for 89 per cent of those who completed the 8th grade.

Only 90 students found high school programs offered in their villages. Over two hundred young Alaskans, or 70 per cent of those continuing, were forced to leave the village, and in many cases, the State, in order to enroll in State- or BIA-operated boarding high school programs.

The survey also revealed that 93 Alaska youths, 19 years of age or younger, were not attending high school in 1968, although they had not yet finished the twelfth grade. Approximately 300 rural Alaskan students in State-operated schools graduate from the eighth grade annually. On the basis of this figure, it is estimated that approximately 1200 graduates of village day schools are enrolled during any given year in the ninth through the twelfth grades. Thus, the 93 young village residents who were not in school in 1968 accounted for nearly 8 per cent of their age group.

8th Grade Graduates Enrolled in High School

A Comparison of Facilities



Survey of 19 Year Olds

*Annual estimate

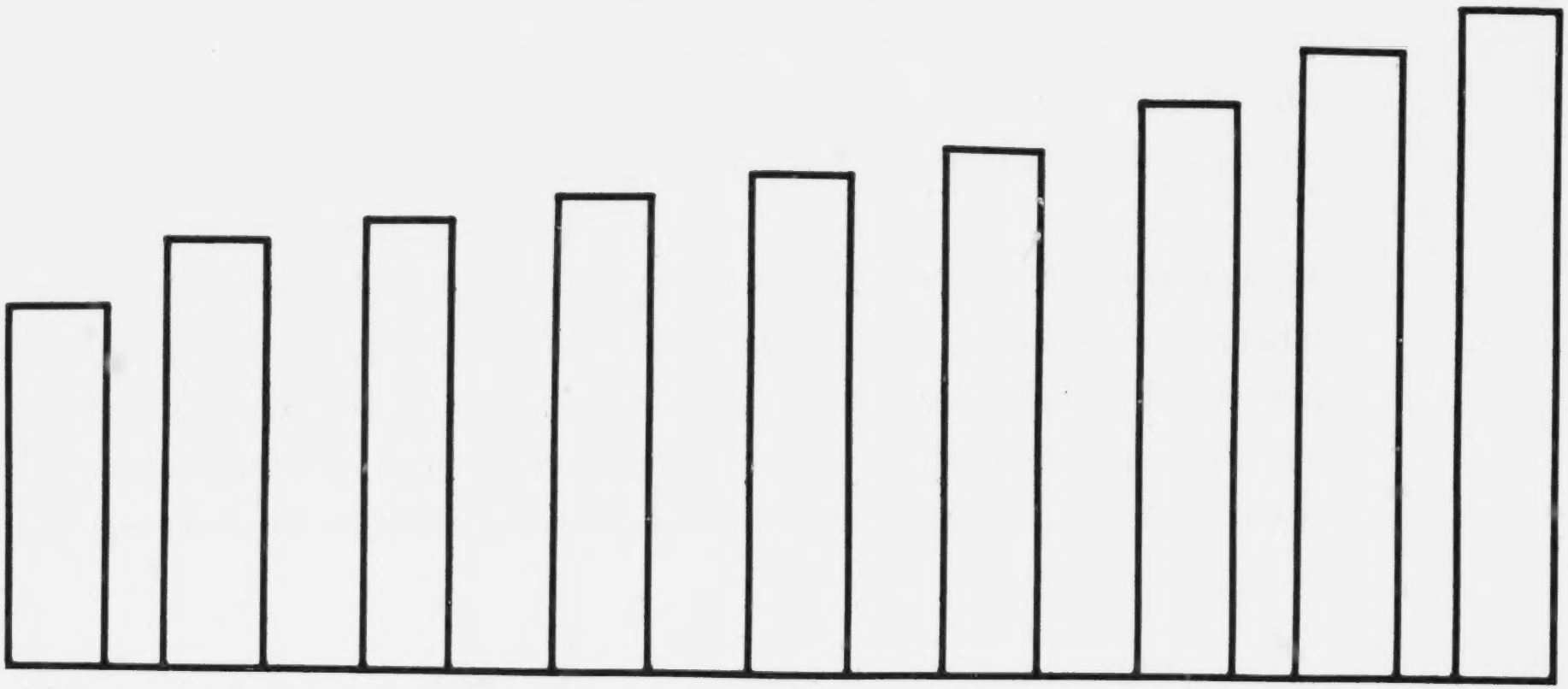
ENROLLMENT FIGURES KEEP GROWING

Enrollment projections have been calculated through 1976-77 with 5,764 high school students projected for that school year. This calculation was made on the basis of a straight line projection using as a base the number of students presently enrolled in elementary schools in the unorganized borough. In-migration, out-migration, and dropout factors were not taken into account. It will be necessary to revise these projection figures within two years in an effort to analyze the validity of the present projection. The following page provides the number of high school students presently enrolled, along with the location of the school where the students are attending.

The percentage of increase ranges from five percent to ten percent annually. The number of available classroom and dormitory spaces will have to increase at the same rate over the next eight years if the State is to meet its obligation of providing educational opportunities for all of its residents.

Projected Enrollment and Percentage of Increase by School Year of Rural Students (Grades 9 – 12, 1968 to 1977)

INCREASE IN PERCENTAGE		12.10	6.97	4.22	5.75	4.45	5.25	5.86	6.43



	1968-69	1969-70	1970-71	1971-72	1972-73	1973-74	1974-75	1975-76	1976-77
ENROLLMENT	3,460	3,948	4,223	4,401	4,654	4,861	5,116	5,416	5,764
INCREASE		488	275	178	253	207	255	300	348

WHERE TO BUILD REGIONAL SCHOOLS

The following submission proposes location and number of classrooms and dormitory spaces to be provided through 1973-74. It should be noted that the proposed spaces are based upon an appropriation year with completion and occupancy of the classrooms two years later. If the proposed construction program is maintained, sufficient classrooms in Alaska should be available for high school students by 1972-73.

In addition to the larger regional high schools which will be located at Nome, Kodiak, Bethel, Anchorage, Fairbanks, and Sitka, a number of smaller area secondary schools are proposed. Centers will be initially developed at Dillingham, Delta, Fort Yukon, and Tok. Five other centers are anticipated, but not named in this particular proposal. Housing at these smaller centers will be cottage-type units, as opposed to a larger institutional dormitory.

The Boarding Home Program will be expanded to ultimately include 600 students by 1972-73.

Proposed Location and Construction of Classroom and Dormitory Spaces for Secondary Students in Rural Alaska to 1973-74

	Existing Facilities 1968-69		1969-70*		1970-71*		1971-72*		1972-73*		1973-74*	
	cl. rm.	dorm	cl. rm.	dorm	cl. rm.	dorm	cl. rm.	dorm	cl. rm.	dorm	cl. rm.	dorm
State Operated	595	30										
Mt. Edgecumbe	650	650										
Point Barrow	60											
Kotzebue	60											
Nome (Beltz)	165	165										
Private	350											
District (Tuition & Bd. Home)	350											
Bethel	130											
Total	2360	845										
Kodiak			150	150								
Sitka			200	200								
Bethel			450	200								
Fairbanks			200	200								
Anchorage			175	175								
Barrow			120	-0-								
Kotzebue			80	-0-								
Dillingham			50	50								
Total			1425	975								
State Operated: Delta					100	-0-						
Fort Yukon					50	50						
Tok					50	20						
Bethel					150	150						
Fairbanks					200	200						
Kotzebue Area					200	100						
Total					750	520						
Area Jr. High (to be selected)							100	100				
Area to be Designated (Anchorage or Alternate)							200	200				
Nome (Beltz)							150	150				
Bethel or St. Marys Regions							150	150				
Total							600	600				
Fairbanks or Nome Regions									100	100		
Area Jr. High (3 @ 50 ea.)									150	150		
Point Barrow									100	-0-		
State Operated									100	-0-		
Areas to be designated									150	150		
District (Bd. Home)									200	-0-		
Total									800	400		
Areas to be designated											200	200
State Operated											150	-0-
Total											350	200
Class Room Totals		3785		4535		5135		5935			5635	
							Less Mt. Edgecumbe	650				
								5285				

* Appropriation Years

HOW MUCH WILL CONSTRUCTION COST?

Classroom construction costs appear in chart 5. The amount needed in each appropriation year is shown beginning in 1969-70 with $6,912,500. By 1970-71, $3,050,000 will be needed, and by 1971-72, $3,500,000. The total amount estimated through 1973-74 is $20,860,500.

Approximately $6,300,000 is presently available to begin this construction program. Two million dollars, however, is reserved for an expansion of the Beltz School. It should be further noted that the construction costs are based upon prior experiences and could very well be from 10 per cent to 20 per cent higher at the time construction begins. The total amount needed may increase by this percentage.

It is established in the construction program for regional high school that the responsibility for classroom construction is placed with the State. The construction of dormitories is a federal government responsibility. Federal funds under Public Law 815 may be available to assist the State in funding construction of these classrooms.

Estimated Classroom Construction Costs for Secondary Students in Rural Alaska to 1973-74

Location	Pupil Spaces	Cost Per Pupil Space	1969-70*	1970-71*	1971-72*	1972-73	1973-74
Kodiak**	150						
Sitka	200	$ 4000	$ 800000				
Bethel	450	7000	3150000				
Fairbanks	200	5000	1000000				
Anchorage	175	3500	612500				
Barrow***	120						
Kotzebue***	80						
Dillingham	50	6000	300000				
State Operated: Delta	100	$ 5000	$ 500000				
Fort Yukon	50	6000	300000				
Tok	50	5000	250000				
			Total 6912500				
Bethel	150	$ 7000		$1050000			
Fairbanks	200	5000		1000000			
Kotzebue Area	200	10000		2000000			
				Total 4050000			
Area Jr. High (to be selected)	100	$6000			$ 600000		
Areas to be Designated (Anchorage or Alternate)	200	4000			800000		
Nome (Beltz)	150	7000			1050000		
Bethel or St. Mary's Regions	150	7000			1050000		
					Total 3500000		
Fairbanks or Nome Regions	100	$ 7000				700000	
Area Jr. High (to be selected)	150	6000				900000	
Pol[illegible]ro	100	12000				1200000	
Sta[illegible]	100	6000				600000	
Ar[illegible]as	150	6000				900000	
District [illegible]	200	5000				1000000	
						Total 5300000	
Areas to be Designated	200	$ 6000					$ 1200000
State Operated	150	6000					900000
							Total 2100000
Total			$6912500	$10960500	$14460500	$19760500	$21860500

* Appropriation Year
** Construction Completed
*** BIA Funded

RURAL SCHOOLS OPERATION COSTS

It is essential to analyze the cost of operation for the proposed construction program. At the present time, the Bureau of Indian Affairs through Johnson-O'Malley funds is supporting the dormitory operation at Beltz. It would be the intent of the State to continue to request federal funds for dormitory operation. This request, however, is subject to Congressional approval each and every year.

The additional expense for the expanded number of secondary facilities would be a State responsibility. At the present time, Public Law 874 funds account for approximately 75 per cent of the cost of secondary school programs in rural Alaska. If this source of funds continues, the State would have a 25 per cent responsibility of the total operation costs listed for each year. The chart below shows operation costs at various centers for 1969-70 through 1973-74.

Estimated Costs for Operation of Educational and Dormitory Programs for Rural Alaska Secondary Students to 1973-74 (Based on Proposed Construction Program)

		Dorm Cost/ Pupil	No. of Students Cl. Rm.	Dorm	1969-70 Cl. Rm.	Dorm.	1970-71 Cl. Rm.	Dorm.	1971-72 Cl. Rm.	Dorm.	1972-73 Cl. Rm.	Dorm.	1973-74 Cl. Rm.	Dorm.
$2000	Nome (Beltz)	$2700	170	170	$ 340000	$ 459000								
1500	State Operated		750		1125000	-0-								
1200	District (Bd. Home)	1500	600	600	720000	900000								
					2185000	1359000								
$2000	Nome (Beltz)	$2700	170	170			$ 340000	$ 459000						
1200	Kodiak	2500	150	150			180000	375000						
1500	State Operated		750				1125000							
1200	District (Bd. Home)	1500	600	600			720000	900000						
1000	Anchorage	2400	175	175			263500	420000						
1300	BIA		290	-0-			377000							
							3005500	2154000						
$2100	Nome (Beltz)	$2700	170	170					$ 357000	$ 459000				
1260	Kodiak	2500	150	150					189000	375000				
1500	State Operated		750	-0-					1125000	–				
1050	Anchorage	2400	175	175					183750	420000				
1100	Sitka	2400	200	200					220000	480000				
1300	Bethel	2800	450	200					585000	560000				
1200	Fairbanks	2600	200	200					240000	520000				
1300	Dillingham	2600	50	50					65000	130000				
1300	BIA		320	-0-					416000	–				
									4136750	3904000				
$2100	Nome (Beltz)	$3000	170	170							$ 357000	$ 510000		
1320	Kodiak	2700	150	150							198000	405000		
1500	State Operated	2800	950	100							1425000	280000		
1300	District (Bd. Home)	1700	600	600							780000	1020000		
1050	Anchorage	2600	175	175							183750	455000		
1100	Sitka	2600	200	200							220000	520000		
1300	Bethel	3000	600	350							780000	1050000		
1200	Fairbanks	2800	400	400							480000	1120000		
1300	Dillingham	2800	50	50							65000	140000		
1300	BIA		350	-0-							455000	-0-		
											4943750	4480000		
$1600	Nome (Beltz)	$3000	320	320									$ 512000	$ 960000
1400	Kodiak	2700	150	150									210000	405000
1500	State Operated	2800	1050	200									1575000	560000
1300	District (Bd. Home)	1700	600	600									780000	1020000
1100	Anchorage	2600	375	375									412500	975000
1150	Sitka	2600	200	200									230000	520000
1300	Bethel	3000	800	500									1040000	1500000
1300	Fairbanks	2800	400	400									520000	1120000
1300	Dillingham	2800	50	50									65000	140000
1300	BIA		400	-0-									520000	
													5864500	7200000

ALASKA'S BOARDING HOME PROGRAM

The Boarding Home Project originated in 1966 to serve the overflow of students that could not get into State-operated or BIA boarding schools. Under this program, students live in private homes and attend the local high school in the community in which they are located. The boarding home parent is reimbursed $140 a month per student and an additional $10 a month is allocated for each student for clothing and spending money. This program has been made possible through the Federal Elementary and Secondary Education Act (Title I). Federal funds are used to pay the boarding and travel costs and the State pays the tuition and foundation program support costs to the local districts.

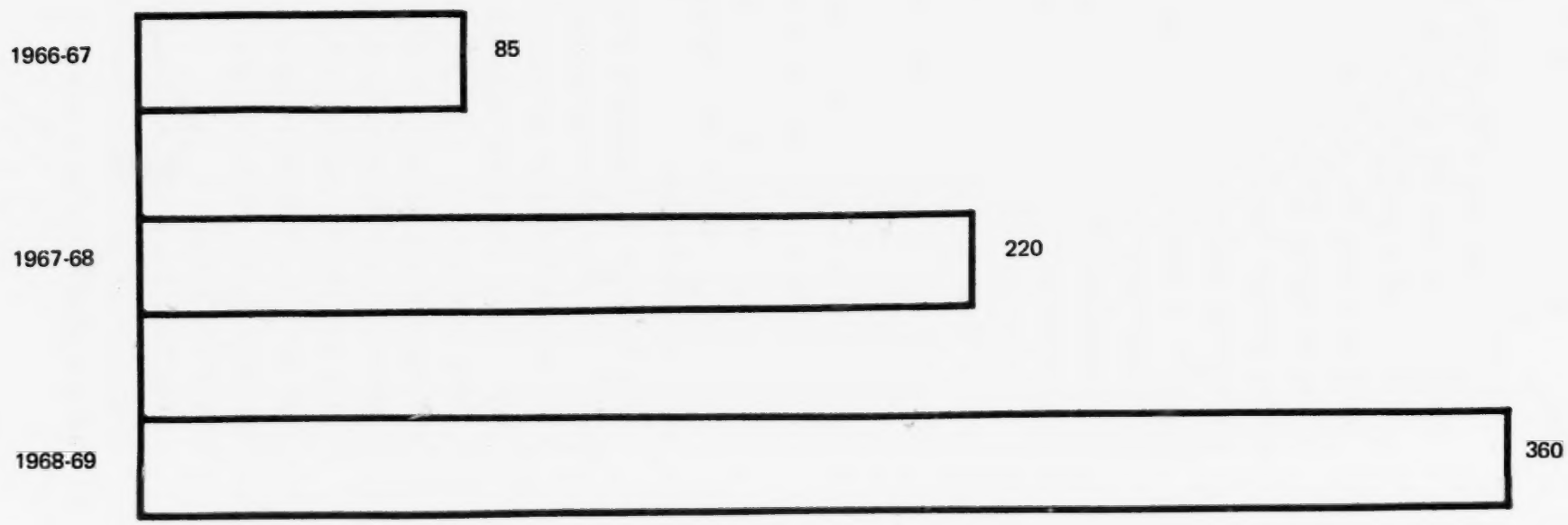
Although the program was conceived as an emergency measure, the State now looks at the Boarding Home Program as a major facet of Alaska's long-range educational policy. The following chart shows the 1967-68 school year enrollment statistics and the locations where students have been placed.

Student Enrollment for Boarding Home Program
1968-1969

LOCATION	ENROLLMENT	LOCATION	ENROLLMENT
Anchorage	104	McGrath	26
Bethel	12	Naknek	2
Craig	1	Petersburg	1
Dillingham	39	Seward	1
Fairbanks	79	Sitka	3
Glennallen	9	Tanana	3
Juneau	5	Tok	32
Ketchikan	7	Unalakleet	4
Kodiak	27	Valdez	5

TOTAL ENROLLMENT: 360

Growth of the Boarding Home Program
Comparison of Student Enrollment
1966-69



A POLICY FOR BOARDING STUDENTS

Any student living in the unincorporated areas of Alaska, where an educational program and facility are not available, is eligible to apply for a State sponsored boarding program. Also, the Commissioner of Education, through his delegated authority, may accept any State student who will benefit from the program for a social or emotional reason with priority funding by the concerned agency. All applications must be made through the Office of the Assistant Director for State-Operated Schools (Regional and Vocational), whose function it is to evaluate the applications, determine eligibility, and make the boarding assignments or placements. In addition, his office is responsible for coordinating boarding placements, whenever possible, with programs sponsored by the Bureau of Indian Affairs.

Non-native students will be transported at State expense, and native students will be transported by Johnson-O'Malley funds.

To the degree possible, attendance areas will be designated for both boarding homes and schools. Students may, at the discretion of the Administration, because of certain social, emotional or academic factors, be placed outside their respective school attendance area.

Students over 20 years of age should be accepted if it appears they have the potential to complete a secondary education.

The State Board of Education delegates the responsibility of rejection or acceptance due to past performance to the professional staff of the office of the Director of State-Operated Schools.

All school age students not having access to a school are eligible for home placement under the Boarding Home Program.

The State Board of Education directs the Commissioner to make an annual evaluation in view of escalating living costs, in the various geographical areas of the State. If the increase is significant, a recommendation for an increase in boarding home payment, either generally or by area, should be made to the State Board for its consideration.

After all attempts to solicit parental and Alaska Native Health Service assistance, the program shall provide the necessary clothing and medical service that will provide the student an opportunity to participate in the program on an equal social and health basis with other students.

The economically deprived native students should be financed entirely by Johnson-O'Malley funds; the economically deprived non-native students by ESEA, Title I, funds; and the remaining native and non-natives by the Federal, State, and parents sharing the boarding costs based on the parents ability to pay.

The State Board of Education invites school districts to participate in the Boarding Home Program to the point that it doesn't overcrowd their facilities or cause an imposition on their special education or other programs.

The State Board of Education, through the Commissioner of Education, delegates the Assistant Director of State-Operated Schools (Regional and Vocational) the authority to make the final decision on whether a student should be expelled from the program. The Assistant Director will evaluate the case and recommendations as presented by the Superintendent if it is a boarding facility problem, or by the Home-School Coordinator or Liaison Officer if it is a boarding home student problem. He will also contact the local district administration and the student involved if further information is needed.

Boarding students will be given the same consideration as district students, and the Administration will bring all serious problems to the attention of the Home-School Coordinator and the boarding parent. A principal or superintendent may suspend a student from school. Only the local Board of Education may expel the student from attending school.

The Home-School Coordinator is an employee of the State and is delegated the authority to represent the Assistant Director's Office at the local level, with the basic responsibility of ensuring the well being of the boarding student in the school and boarding home.

The role of the boarding parents is to provide the student with suitable living quarters and proper diet, as well as a family living situation which is conducive to the development of a wholesome, productive citizen.

TRANSFER OF BIA PRIMARY SCHOOLS

Since 1952, thirty Bureau of Indian Affairs day schools have been transferred to State or borough school district operation. Under the provisions of the "overall plan," the State will accept those BIA schools for direct transfer which meet certain standards; that is, adequate school facilities, available commercial transportation, and community readiness to accept State administration.

The following schools are to be transferred to State operation beginning July 1, 1969, if the above criteria are met:

Arctic Village
Beaver
Chalkyitsik
Kaltag
Tetlin
Klukwan
Barter Island
Canyon Village
Galena
Stevens Village
Venetie

The following schools are being considered for transfer on July 1, 1970:

Barrow
Shungnak
Shageluk
Kivalina
Diomede
White Mountain
Elim
Birch Creek
Wainwright
Sleetmute
Point Hope
Noatak
Shishmaref
Koyuk
Golovin

Schools that are being considered at this time for transfer to State operation beginning July 1, 1971, are:

Kotzebue
Noorvik
Buckland
Savoonga
Unalakleet
Shaktoolik
St. Michael
Kwiguk
Kiana
Selawik
Gambell
Northeast Cape
Kalskag
Stebbins
Kotlik

PROGRAMS TO MEET ALASKA'S NEEDS

A major consideration in developing culturally appropriate school programs is the training of classroom teachers. The University of Alaska, through the Rural School Project, offers training to teachers new to the State. Instruction includes methods of teaching English to bilinguals, courses in anthropology and Alaska history, and consideration of special problems in Alaskan education.

The University of Alaska received in January, 1969, a $10,000 grant to start a program for training administrators for rural schools in Alaska. The program will begin next fall with five fellowships for a year-long course on Alaska rural education. Candidates will conduct an assessment survey of educational needs of rural youth. The program will strengthen the university's graduate program in training administrators, supervisors and guidance personnel for rural schools.

Other educational agencies and individuals have helped bring about a broadened understanding of the Indian, Eskimo and Aleut cultures in the schools of Alaska. Dr. Walter Soboleff offered a course through the Juneau-Douglas Community College on the culture of Southeast Alaska. Teachers who attended understood their students and their students' problems better. School districts should be encouraged to follow up on such training to assure that understanding gained is put to use in the classroom.

Mr. Gary H. Holthaus, now at Alaska Methodist University, was very much interested in teaching local culture, both while in Bristol Bay and on the Kenai Peninsula. His interest has continued and is shown in his counseling of Alaskan students at AMU.

The teachers at the State-Operated Regional High School in Nome initiated their own training program by beginning a study of the Eskimo language used by their students so that a deeper student-teacher relationship could develop.

In August of 1968, the State-Operated Schools Division had a conference at which anthropologists, sociologists, economists and educators from the University of Alaska and Alaska Methodist University met with Mr. Paul Hilburn, Curriculum Supervisor of the State-operated schools, and Mr. George White, Principal of the Beltz School, to plan a course outline for social science for secondary students. The new course of studies will be relevant to the life experiences of rural Alaskan secondary students and will include natural history and economics as well as music, art, and language for ninth and tenth grade students from the sub-Arctic and Arctic regions who are in the process of cultural change. Development of the curriculum will continue throughout the year and until it is readied for field-testing in Nome.

The Alaska Rural Schools Project, in conjunction with the Northwest Regional Educational Laboratory, is developing reading materials particularly suited to the background of Alaska natives. Mrs. Virginia Jones, the contracted author of the materials, has developed three of the twelve proposed levels of the "Alaska Readers." These books, together with supplementary readers, teachers' manuals, cards, charts, illustrations for oral stories, and an "Alaska Holiday Book" were presented at an August workshop at the University of Alaska.

Over twenty teachers from BIA- and State-operated rural schools are testing the materials in their classes. After this year's field tests, the books will be revised and further testing will precede their distribution throughout Alaska some three to four years in the future.

Mr. Robert J. Peratrovich has agreed to revise the "Resource Unit on Alaska" which was put out in 1963 and which is now out of print. His work should be ready for distribution to high school teachers of Alaska history by fall of 1969.

Through the efforts of Mr. Dennis Corrington, Administrative Assistant at the Beltz school in Nome, and the teaching and administrative staff of the school, a high school science course for native Alaskan students is being developed. Mr. Corrington, a former science teacher, has outlined a course which introduces complex scientific principles by means of concepts and activities familiar to the Eskimo students at Beltz. The course will have a horizontal or interdisciplinary structure, in that subjects introduced in science classes will be further treated in English, home economics, speech, and other classes in which the students are enrolled.

Twenty-four village teachers from 16 State-operated rural schools began working in September to establish a modern math curriculum geared to the needs of Alaska's village children. The teachers will be testing new mathematics books and materials this fall, noting examples in the texts which need to be tied to the experiences of their students. The teachers will meet together this summer to pool their observations and to begin compiling a math curriculum appropriate for rural elementary students.

Federal money is now available, as never before, for innovative projects. The State, as well as other Alaskan educational agencies, should be able to start realistic planning for the development of other curricula and teaching materials for elementary grades in the various local cultures, histories, and arts of Alaska.